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Child and Brain Development (updated)

This issue features library resources on child and brain development. Abstracts of articles on these topics are included. For a complete listing of library titles, please visit the library's online catalog at texashealthlibrary.com.

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Texas Department of State Health Services

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Selected Journal Abstracts

Antecedents of fathers' perception of child behavior at child age 12 months.

Skjothaug, T., Smith, L., Wentzel-Larsen, T., Stanicke, E., & Moe, V. (2020). *Infant Mental Health Journal*, 41(4), 495-516. <https://doi.org/10.1002/imhj.21862>

This study investigates whether fathers' adverse childhood experiences (ACE) and attachment style reported during pregnancy predict fathers' perception of child behavior assessed 12 months postpartum, expressed by the Parenting Stress Index (PSI), Child Domain. Prospective fathers ($N = 835$) were recruited to "The Little in Norway (LiN) study" (Moe & Smith) at nine well-baby clinics in Norway, with data collection composed of five time points during pregnancy and two time points postpartum (6 and 12 months). The main analyses included linear regression, path-analysis modeling, and intraclass correlation based on mixed effects modeling. First, linear regression analyses showed that neither fathers' ACE nor attachment style significantly predicted perceived child behavior postpartum directly. Furthermore, path analyses showed that ACE and less secure attachment style (especially avoidant attachment) measured early in pregnancy strongly predicted negatively perceived child behavior, mediated by fathers' mental health symptoms during pregnancy and partner disharmony postpartum. Second, intraclass correlation analyses showed that fathers' perceived child behavior showed substantial stability between 6 and 12 months postpartum. Family interventions beginning in pregnancy may be most beneficial given that fathers' early experiences and perceptions of attachment in pregnancy were associated with later partner disharmony and stress.

Communication between infant boys and their mothers with ADHD

symptoms. Karagianni, E., Papaeliou, C. F., Maniadaki, K., & Kakouros, E. (2020). *Infant Mental Health Journal*, 42(1), 96-108. <https://doi.org/10.1002/imhj.21897>

Aim: This preliminary longitudinal study examined timing features and type of interaction between infant boys and their mothers with attention deficit hyperactivity disorder (ADHD) symptoms.

Method: Ten infants and their mothers with ADHD symptoms and 10 control dyads were video recorded at home during free play interactions when infants were 2-, 4-, 6-, and 9-month old. Microanalysis of the video recordings was carried out to assess synchronization, turn-taking, and type of interaction. Infants' temperament was also assessed.

Results: ADHD dyads showed shorter synchronization at 2 months and shorter duration of Joint Attention. Partial least squares regression analysis revealed that infant's ability for Joint Attention is predicted mainly by duration of maternal behavior as well as by earlier forms of communication, that is, *photoconversions*.

Conclusion: The data from our preliminary study suggest that mothers with ADHD symptoms may have difficulties maintaining their behavior for enough time possibly due to the core symptoms of the disorder, that is, inattention, hyperactivity, and impulsivity. This maternal deficit seems to affect temporal coordination with their infants and maybe the development of more complex forms of interaction. Clinical implications of these findings are also discussed.

Early life stress and brain function: Activity and connectivity associated with processing emotion and reward.

Herzberg, M. P., & Gunnar, M. R. (2020). *NeuroImage*, 209(3), 116493. <https://doi.org/10.1016/j.neuroimage.2019.116493>

Investigating the developmental sequelae of early life stress has provided researchers the opportunity to examine adaptive responses to extreme environments. A large body of work has established mechanisms by which the stressful experiences of childhood poverty, maltreatment, and institutional care can impact the brain and the distributed stress systems of the body. These mechanisms are reviewed briefly to lay the foundation upon which the current neuroimaging literature has been built. More recently, developmental cognitive neuroscientists have identified a number of the effects of early adversity, including differential behavior and brain function. Among the most consistent of these findings are differences in the processing of emotion and reward-related information. The neural correlates of emotion processing, particularly frontolimbic functional connectivity, have been well studied in early life stress samples with results indicating accelerated maturation following early adversity. Reward processing has received less attention, but here the evidence suggests a deficit in reward sensitivity. It is as yet unknown whether the accelerated maturation of emotion-regulation circuits comes at the cost of delayed development in other systems, most notably the reward system. This review addresses the early life stress neuroimaging literature that has investigated emotion and reward processing, identifying important next steps in the study of brain function following adversity.

Impact of the COVID-19 pandemic on early child cognitive development: Initial findings in a longitudinal observational study of child health.

Deoni, S. C. L., Beauchemin, J., Volpe, A., D'Sa, V., & the RESONANCE consortium. (2021). *medRxiv*. <https://doi.org/10.1101/2021.08.10.21261846>

Since the first reports of novel coronavirus in the 2020, public health organizations have advocated preventative policies to limit virus, including stay-at-home orders that closed businesses, daycares, schools, playgrounds, and limited child learning and typical activities. Fear of infection and possible employment loss has placed stress on parents; while parents who could work from home faced challenges in both working and providing full-time attentive childcare. For pregnant individuals, fear of attending prenatal visits also increased maternal stress, anxiety, and depression. Not surprising, there has been concern over how these factors, as well as missed educational opportunities and reduced interaction, stimulation, and creative play with other children might impact child neurodevelopment. Leveraging a large on-going longitudinal study of child neurodevelopment, we examined general childhood cognitive scores in 2020 and 2021 vs. the preceding decade, 2011-2019. We find that children born during the pandemic have significantly reduced verbal, motor, and overall cognitive performance compared to children born pre-pandemic. Moreover, we find that males and children in lower socioeconomic families have been most affected. Results highlight that even in the absence of direct SARS-CoV-2 infection and COVID-19 illness, the environmental changes associated COVID-19 pandemic is significantly and negatively affecting infant and child development.

Selected Journal Abstracts (continued)

Surviving and thriving: Early intervention for neonatal survivors with developmental disability in Uganda. Tann, C., Kohli-Lynch, M., Nalugya, R., Sadoo, S., Martin, K., Lassman, R., Nanyunja, C., Musoke, M., Sewagaba, M., Nampijja, M., Seeley, J., & Webb, E. (2021). *Infants & Young Children*, 34(1), 17-32. <https://doi.org/10.1097/IYC.000000000000182>

Global attention on early child development, inclusive of those with disability, has the potential to translate into improved action for the millions of children with developmental disability living in low- and middle-income countries. Nurturing care is crucial for all children, arguably even more so for children with developmental disability. A high proportion of survivors of neonatal conditions such as prematurity and neonatal encephalopathy are affected by early child developmental disability. The first thousand days of life is a critical period for neuroplasticity and an important window of opportunity for interventions, which maximize developmental potential and other outcomes. Since 2010, our group has been examining predictors, outcomes, and experiences of neonatal encephalopathy in Uganda. The need for an early child intervention program to maximize participation and improve the quality of life for children and families became apparent. In response, the "ABAaNA early intervention program," (now re-branding as 'Baby Ubuntu') a group participatory early intervention program for young children with developmental disability and their families, was developed and piloted. Piloting has provided early evidence of feasibility, acceptability, and impact and a feasibility trial is underway. Future research aims to develop programmatic capacity across diverse settings and evaluate its impact at scale.

To request full-text copies of journal articles highlighted in the abstracts, please contact the library staff by email: avlibrary@dshs.texas.gov.

Selected Journal Table of Contents

Journal of Early Intervention. Volume 43, Issue 3; September 2021.

Information and support needs of parents with premature infants: An integrative review. p. 199-220. Davis-Strauss, S. L. Johnson, E. and Lubbe, W.

Deaf and hard of hearing early intervention: Perceptions of family-centered practice. p. 221-234. Stewart, V., Slattery, M. and McKee, J.

Effects of email performance feedback on teachers' use of play expansions. p. 235-254. Gomez, L., Barton, E. E., Winchester, C. and Locchetta, B.

Reciprocal peer coaching and teaching teams' use of pyramid model practices. p. 255-274. Golden, A. K., Hemmeter, M. L., Edmonds, M. and Ledford, J. R.

A Parent-Implemented Gross Motor Intervention for Young Children with Disabilities. p. 275. Yang, H., Meadan, H. and Ostrosky, M. M.

Selected Journal Table of Contents (continued)

Infant Mental Health Journal. Volume 42, Issue 4; July/August 2021.

Higher maternal reflective functioning is associated with toddlers' adaptive emotion regulation. p. 473-487. Borelli, J. L., Lai, J., Smiley, P. A., Kerr, M. L., Buttitta, K., Hecht, H. K., and Rasmussen, H. F.

Various mentalizing concepts in mothers with postpartum depression, comorbid anxiety, and personality disorders. p. 488-501. Krink, S., and Ramsauer, B.

Reframing the narrative: Black maternal mental health and culturally meaningful support for wellness. p. 502-516. Parker, A.

Longitudinal changes in attachment patterns of preterm infants born in a non-Western country. p. 517-528. Zengin Akkus, P., Bahtiyar Saygan, B., Ilter Bahadur, E., Ozdemir, G., Celik, H. T., and Ozmert, E. N.

The assessment of representational risk (ARR): Development and psychometric properties of a new coding system for assessing risk in the parent–infant relationship. p. 529-545. Sled, M., Isosävi, S., and Fonagy, P.

Caregiver–infant and toddler interactions during diapering: Caregiver responsiveness and child well-being and involvement. p. 546-559. Laurin, D. E., Guss, S. S., and Horm, D.

Evaluation of a collaborative group intervention for mothers with moderate to severe perinatal mental illness and their infants in Australia. p. 560-572. Irvine, A., Rawlinson, C., Bor, W., and Hoehn, E.

Caregiver stress and cultural identity in families of preschoolers with developmental delay and behavioral problems. p. 573-585. Conroy, K., Frech, N., Sanchez, A. L., Hagan, M. B., Bagner, D. M., and Comer, J. S.

Maternal depressive symptoms, poverty, and young motherhood increase the odds of early depressive and anxiety disorders for children born prematurely. p. 586-602. Weiss, S. J. and Leung, C.

Maternal mental health and early childhood development: Exploring critical periods and unique sources of support. p. 603. Farewell, C. V., Melnick, E., and Leiferman, J.

To request full-text copies of journal articles listed in the Journal Table of Contents, please contact the library staff by email: avlibrary@dshs.texas.gov.

Child and Brain Development: New Audiovisuals

Infant toddler learning environment. DVD. 43 min. 2017. (DD0825)

Infants and toddlers are born explorers and the environments in which they are cared for become their laboratory. This program includes real-life examples on how to create a supportive infant-toddler learning environment that invites children to explore their surroundings and supports their sensory-motor way of learning.

Life with baby: Parenting from birth to 12 months. DVD. 24 min. 2019. (DD0824)

This program demonstrates the ways babies are born ready to think, feel, and learn. Right from the start, a baby's brain is growing and developing. They communicate their needs to their caregivers.

Child and Brain Development: New Books

Coaching parents of vulnerable infants: The attachment and biobehavioral catch-up approach. Mary Dozier, 2019. (WS 105.5.C3 D755 ECI 2019)

This book presents Attachment and Biobehavioral Catch-Up (ABC), the evidence-based home-visiting intervention for parents of infants who have experienced adversity, such as homelessness, neglect, or institutional care. Vivid case examples - including one that runs throughout the book - illustrate the importance of responsive parenting for helping children develop secure attachments and key regulatory capacities.

Mental health in the early years: Challenges and pathways to resilience.

Gail L. Ensher, 2020. (WS 350 E59 2020 ECI)

This guide provides knowledge and practical strategies to address the mental health challenges of families of infants and young children who are at risk for or have medical, social-emotional, health care, and special educational needs or disabilities.

The natural laws of children: Why children thrive when we understand how their brains are wired. Celine Alvarez, 2019. (WS 103 A473 ECI 2019)

This book shares the main scientific principles that underpin human learning to revolutionize early childhood education by supporting strong human connections, spontaneous free play, and more.

To borrow any of the library materials, please contact the library staff by email: avlibrary@dshs.texas.gov.

Child and Brain Development: Selected Audiovisuals

Active learning for infant-toddlers. 37 min. 2012. Streaming.

Babies outdoors: Play, learning and development. 53 min. 2010. DVD. (DD0631)

Baby instructions: Crawler to toddler. 66 min. 2010. Streaming or DVD. (DD0733)

Baby instructions: Newborn to crawler. 61 min. 2010. Streaming or DVD.
(DD0732)

The brain: Developing memory in developing brains birth to five years.
21 min. 2010. Streaming or DVD. (DD0470)

Comparison of normal and atypical development. 48 min. 2009. DVD. (DD0628)

Developmentally appropriate practice video program. 53 min. 2009. DVD.
(DD0300)

Infant milestones. 30 min. 2012. Streaming or DVD. (DD0726)

Infants: Cognitive development. 28 min. 2010. Streaming or DVD. (DD0429)

Infants: Physical development. 30 min. 2010. Streaming. DVD. (DD0428)

Infants: Social and emotional development. 23 min. 2010. Streaming or DVD.
(DD0430)

Learning happens II. 29 min. 2010. DVD. (DD0412)

Life at 1: New experiences. 54 min. 2011. DVD. (DD0512)

Life with baby: Parenting from birth to 12 months. 24 min. 2019. DVD. (DD0824)

Life with newborn: Parenting from birth to 3 months. 33 min. 2010. DVD.
(DD0823)

Magic of everyday moments: Seeing is believing: Series 1. 23 min. 2014. DVD.
(DD0685)

Magic of everyday moments: Seeing is believing: Series 2. 18 min. 2015. DVD.
(DD0742)

Magic of everyday moments: Seeing is believing: Series 3. 21 min. 2015. DVD.
(DD0743)

Child and Brain Development: Selected Audiovisuals (continued)

Magic of everyday moments: Seeing is believing: Series 4. 23 min. 2015. DVD. (DD0744)

Making sense of play. 130 min. 2015. DVD. (DD0789)

Parenting: Emotional health and positive discipline: 7-12 months. 10 min. 2016. DVD. (DD0737)

Parenting: Play and milestones: Birth to 6 months. 10 min. 2016. DVD. (DD0740)

Parenting: Play and milestones: 7 to 12 months. 11 min. 2016. DVD.

Resilience: The biology of stress and the science of hope. 60 min. 2016. DVD. (DV1395)

Secret life of babies. 47 min. 2014. Streaming or DVD. (DD0821)

See how they play. 36 min. 2013. DVD. (DD0626)

Toddler behavior and development. 60 min. 2009. DVD. (DD0434)

Toddlers: Cognitive development. 26 min. 2009. DVD. (DD0261)

Toddlers: Physical development. 29 min. 2009. DVD. (DD0262)

Toddlers: Social and emotional development. 28 min. 2009. DVD. (DD0260)

Child and Brain Development: Selected Books

Amazing me: It's busy being 3. Julia Cook, 2012. (WS 103 C771a 2012 ECI)

ASQ:SE-2 learning activities & more. Elizabeth Twombly, 2018. (WS 103 T974 2018 ECI)

Baby and toddler basics: Expert answers to parents' top 150 questions. Tanya Altmann, 2018. (WS 103 A465 2018 ECI)

The best for babies: Expert advice for assessing infant-toddler programs. Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI)

Child and Brain Development: Selected Books (continued)

Celebrating 50 years of child development research: Past, present, and future perspectives. 2019. (WS 103 C392 2019 ECI)

Child development: Concepts & theories. Jean Mercer, 2018. (WS 103 M554 2018 ECI)

The common sense guide to your child's special needs: When to worry, when to wait, what to do. Louis Pellegrino, 2012. (LC 3969 P45 2012 ECI)

Developing empathy in the early years. Helen Garnett, 2018. (LB 1139 G235 2018 ECI)

Early childhood intervention: Working with families of young children with special needs. 2017. (LC 4019.3 E12 2018 ECI)

Early social-emotional development: Your guide to promoting children's positive behavior. Nicole M. Edwards, 2018. (WS 350 E26 2018 ECI)

Emotional life of the toddler. Alicia F. Lieberman, 2018. (WS 105.5 E5 L716 2018 ECI)

Encouraging physical activity in infants. Steve Sanders, 2015. (WS 105.5 P5 S215 2015 ECI)

The fourth trimester: Understanding, protecting and nurturing an infant through the first three months. Susan Brink, 2013. (WS 103 B858 2013 ECI)

Games to play with babies. Jackie Silberg, 2015. (WS 105.5 P5 S582b 2015 ECI)

Handbook of infant biopsychosocial development. 2015. (WS 350 H236 2015 ECI)

Handbook of infant mental health, 4th ed. 2019. (WS 350 Z41h 2019 ECI)

Happiest baby on the block, 2nd ed. Harvey Karp, 2015. (WS 105.5 C3 K18h 2015 ECI)

Infant and toddler development and responsive program planning: A relationship-based approach, 3rd ed. Donna Sasse Wittmer, 2014. (LC 4019.3 W832i 2014 ECI)

Child and Brain Development: Selected Books (continued)

Nurturing personal, social and emotional development in early childhood: A practical guide to understanding brain development and young children's behaviour. Debbie Garvery, 2018. (WS 105.5 E5 G244 2018 ECI)

Pathways to competence: Encouraging healthy social and emotional development in young children, 2nd ed. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI)

Pathways to positive parenting: Helping parents nurture healthy development in the earliest months. Jolene Pearson, 2016. (LC 4019.3 P361p 2016 ECI)

The psychology of babies: How relationships support development from birth to two. Lynne Murray, 2014. (WS 105.5 C3 M981 2014 ECI)

Social and emotional development in early intervention: A skills guide for working with children. Mona Delahooke, 2017. (WS 350 D333 2017 ECI)

Talk to me baby! How you can support young children's language development, 2nd ed. Betty Lynn Segal Bardige, 2016. (LB 1140.5 L3 B246t 2016 ECI)

Teaching infants, toddlers, and twos with special needs. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI)

Thinking critically about child development: Examining myths, mistakes, and misunderstandings. Jean Mercer, 2016. (WS 103 M554t 2016 ECI)

The toddler brain: Nurture the skills today that will shape your child's tomorrow: The surprising science behind your child's development from birth to age 5. Laura A. Jana, 2017. (WS 103 J33 2017 ECI)

Touchpoints: Birth to three: Your child's emotional and behavioral development. T. Berry Brazelton, 2006. (WS 105.5 E5 B827t 2006 ECI)

Treating infants and young children impacted by trauma: Interventions that promote healthy development. Joy D. Osofsky, 2017. (WA 320 OS83 2017 ECI)

What to expect the first year. Heidi Eisenberg Murkoff, 2014. (WS 105.5 C3 M977 2014 ECI)

Why love matters: How affection shapes a baby's brain, 2nd ed. Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI)

Child and Brain Development - Selected eBooks

Activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016. Suspecting that your baby or toddler may have autism spectrum disorder or another developmental delay can be scary and overwhelming. But there is a lot you can do to help. With the right tools, everyday tasks can be terrific opportunities for building critical social and communication skills. Leading experts present more than 100 games and activities designed to support development in children from birth to age 3. Your child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

Appropriate environments for children under three. Helen Bradford, 2012. It is widely known that babies and infants will flourish in an environment that supports and promotes their learning and development. But what constitutes an appropriate environment for children under three? Drawing on research, this book explores the concept of an appropriate environment, both within and beyond the early years setting. It sets this within the context of child development and practically demonstrates how a high-quality environment can be created for babies and children under three that supports their learning and development

The developing child in the 21st century: A global perspective on child development. Sandra Smidt, 2013. Offering a sociocultural approach to education and learning, this exploration of childhood provides an in-depth understanding of how children make sense of the world and the people in it. Examining the ways in which children express their thoughts, feelings and actively generate meaning through experience and interaction, this edition is illustrated throughout by extensive case studies and covers a diverse range of topics.

The developing mind: How relationships and the brain interact to shape who we are. Daniel J. Siegel, 2012. This book presents a new way of thinking about the emergence of the human mind and the process by which each of us becomes a feeling, thinking, remembering individual. Illuminating how and why neurobiology matters, this book is essential reading for clinicians, educators, researchers, and students interested in promoting healthy development and resilience.

Early childhood and neuroscience: Links to development and learning. Debby Zambo and Leslie Haley Wasserman, 2013. This book helps educators use neuroscience to understand and address the cognitive, emotional, social, and behavioral needs of all young children, including those with special needs. Neuroscience can be insightful and useful to educators if applied ethically and with care. The book offers strategies educators and caregivers can use to affect children today and the adults they can become.

Everything you need to know about Jean Piaget's theory of cognitive development. Takeesha L. Rowland, 2012.

Rowland gives a quick overview of Piaget's theory of cognitive development while providing definitions and explaining the key concepts to those readers unfamiliar with Piaget's work.

Infant mind: Origins of the social brain. Marc H. Bornstein, 2013.

Integrating research from multiple disciplines, this book provides a dynamic and holistic picture of the developing infant mind. Contributors explore the transactions among genes, the brain, and the environment in the earliest years of life. This book probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent-infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies.

Integrating technology into modern therapies: A clinician's guide to developments and interventions. Jessica Stone, 2019.

This book provides clinicians with an innovative, research-based foundation for incorporating technology into clinical practice. It offers an overview of current technological developments in therapy, such as the use of therapeutic texting, virtual reality programs, tablet apps, and online games. Chapters examine therapeutic applications of technology for those who have experienced trauma and a variety of conditions including autism spectrum disorder, ADHD, and speech concerns. The book also offers suggestions for how technology can be used in hospitals, as well as with migrant, refugee, and homeless populations. Combining theory and research with a wealth of case studies and practical resources, this book will be relevant to all mental health, speech and language, and child life specialists.

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- Type in the title of the eBook you want to read and click 'Search'.

Child and Brain Development: Selected Websites

American Academy of Pediatrics has created an AAP Parenting Website for parents with trusted advice on how to care for infants and children. For more information, go to [healthychildren.org](https://www.healthychildren.org).

Birth to 5: Watch Me Thrive! is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening. For more information, go to [acf.hhs.gov/ecd/child-health-development/watch-me-thrive](https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive).

Centers for Disease Control and Prevention (CDC) Child Development provide checklists for the developmental milestones from birth to five years old. For more information, go to [cdc.gov/ncbddd/childdevelopment/index.html](https://www.cdc.gov/ncbddd/childdevelopment/index.html).

Federal Interagency Forum on Child and Family Statistics offers reports, such as America's Children in Brief: Key National Indicators of Well-Being, 2020. For more information, go to [childstats.gov/](https://www.childstats.gov/).

Little Kids, Big Questions is a series of 12 podcasts from [Zero to Three](https://www.zerotothree.org). Listen to the podcasts at www.zerotothree.org/resources/series/little-kids-big-questions-a-parenting-podcast-series.

MedlinePlus Child Development, provided by the [National Library of Medicine](https://www.nlm.nih.gov), lists links to extensive full-text information from the [National Institutes of Health](https://www.nih.gov) and other trusted sources. Go to [Infant and Newborn Development: MedlinePlus](https://www.nlm.nih.gov/infantandnewborn) and [Toddler Development: MedlinePlus](https://www.nlm.nih.gov/toddlerdevelopment) for information on newborn, infant and toddler development. For additional information on child development, go to [medlineplus.gov/childdevelopment.html](https://www.nlm.nih.gov/childdevelopment.html).

Texas Health and Human Services Early Childhood Intervention is a statewide program for families with children, from birth up to age 3, with developmental delays, disabilities or certain medical diagnoses that may affect development. For more information, go to www.hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/early-childhood-intervention-programs

Texas Parent to Parent provides support and information for families of children with disabilities, chronic illness, and other special needs. For more information, go to [txp2p.org/](https://www.txp2p.org/).